



Comprehension

C.001

Narrative Text Structure
Character Characteristics



Objective

The student will describe characters.



Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Character map student sheet (Activity Master C.001.SS1)
- ▶ Pencil



Activity

Students describe a character by using a graphic organizer.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text.
3. Names the main character in the story and writes the name on the head on the character map. Describes character by answering questions in each section.
4. Teacher evaluation



Extensions and Adaptations

- ▶ Write a sentence describing the character using the words on the graphic organizer.
- ▶ Use other character maps (Activity Master C.001.SS2).

Name _____

Character Characteristics

C.001.SSI

Name of the character

What does the character look like?

What would you do if you were the character?

What things does the character do?

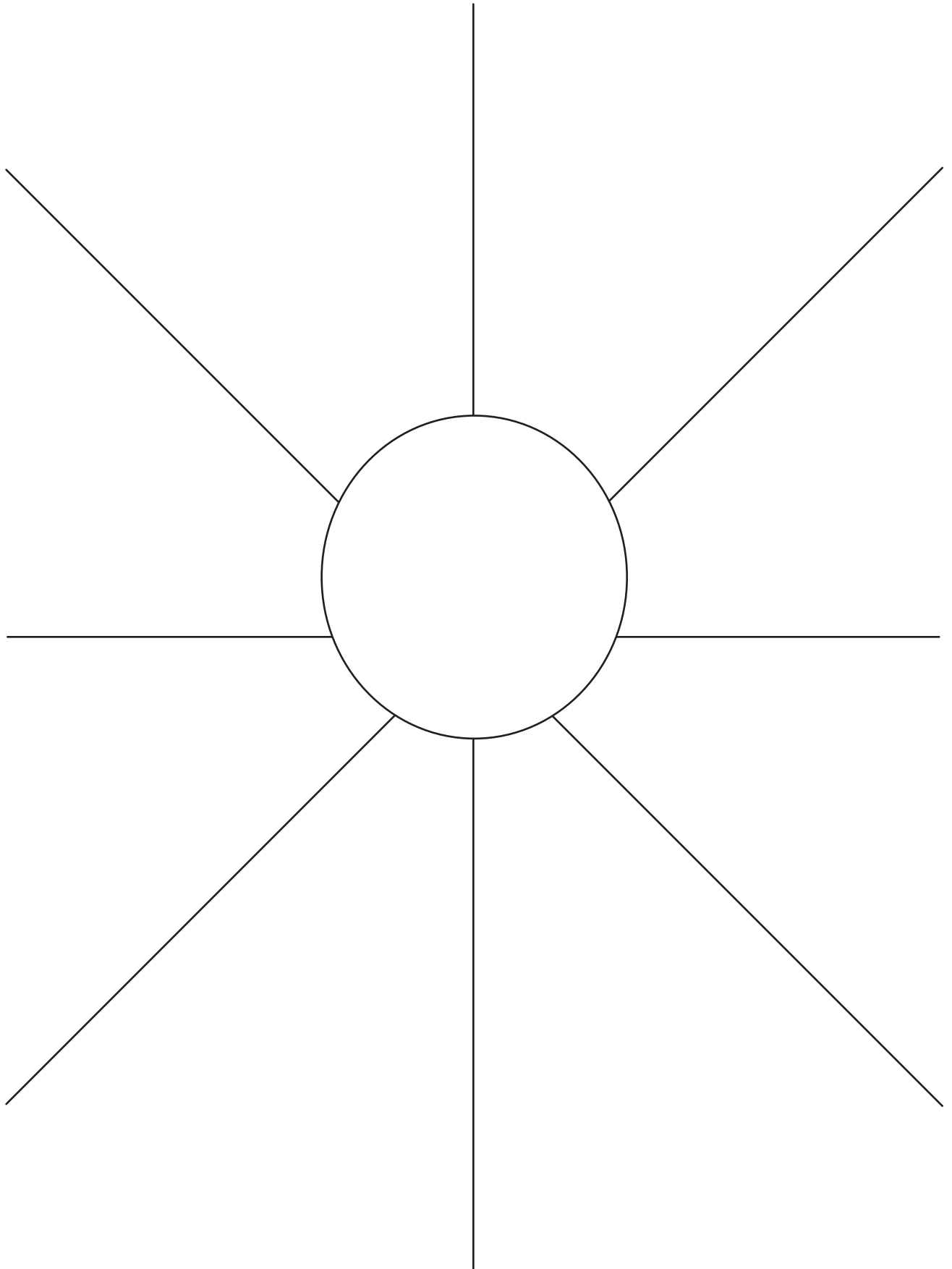
Do you like the character?
Why or why not?

Something important about the character

Name _____

C.001.SS2

Character Characteristics





Compare-A-Character



Objective

The student will identify similarities and differences between characters.



Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Character comparison student sheet (Activity Master C.002.SS1)
- ▶ Pencil



Activity

Students compare characters using a graphic organizer.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text.
3. Names the two main characters in the story and writes each name at the top of the character map.
4. Writes specific character attributes under the names of the characters and then writes the shared characteristics in the circle between the two figures.
5. Teacher evaluation



Extensions and Adaptations

- ▶ Use other graphic organizers to compare characters (Activity Master C.002.SS2).
- ▶ Compare characters in two different stories (Activity Master C.002.SS3).

Name _____

C.002.SSI

Compare-A-Character

The graphic organizer is designed for comparing two characters. It consists of two stylized human figures facing each other, with a central circle labeled "Shared characteristics". Each figure has a head area labeled "Name of the character" and a torso area labeled "characteristics".

Left Figure:

- Head: Name of the character
- Torso: characteristics

Right Figure:

- Head: Name of the character
- Torso: characteristics

Central Circle: Shared characteristics

Name _____

Compare-A-Character

C.002.SS2

How are they alike?



Character #1 _____

Character #2 _____



How are they different?

Name _____

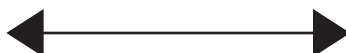
C.002.SS3

Compare-A-Character

Character A

Character B

Shared Characteristics





Story Line-Up



Objective

The student will sequence events in a story.



Materials

- ▶ Pocket chart
- ▶ Sentence strips

Choose a familiar story and write the story title on a sentence strip.

Write four or more story events on sentence strips.



Activity

Students retell a story while sequencing sentences on a pocket chart.

1. Place the pocket chart and scrambled event sentence strips at the center.
2. Working in pairs, students read the sentences and select the title strip. Place the title in the top pocket of the chart.
3. Select the sentence strip that tells about the first event in the story, reread the sentence, and place in the next row of the pocket chart.
4. Continue until all sentence strips are in sequential order.
5. Read the sentence strips in order.
6. Peer evaluation

Jack and the Bean Stalk

Jack trades cow for magic beans.

Mother throws beans out window and they grow into a giant beanstalk.

Jacks climbs the beanstalk and frees the golden goose.

Jack cuts down beanstalk.



Extensions and Adaptations

- ▶ Use other stories to make event sentence strips.
- ▶ Write a sentence and draw a picture that illustrates favorite event.
- ▶ Use a graphic organizer to depict events (Activity Master C.003.SS).

Name _____

C.003.SS

Story Line-Up

A graphic organizer for a story line-up. It features a large, rounded rectangular frame with a dark gray background. Inside the frame, there are four large, empty ovals arranged in a 2x2 grid. Each oval is labeled with an event number: 'Event 1' in the top-left, 'Event 2' in the top-right, 'Event 3' in the bottom-left, and 'Event 4' in the bottom-right. The labels are oriented vertically. To the right of the ovals, there is a vertical line with the word 'Title' written vertically next to it. In the bottom-left corner of the frame, there are two small, circular, metallic-looking buttons.



Story Book

Objective

The student will sequence events in a story.

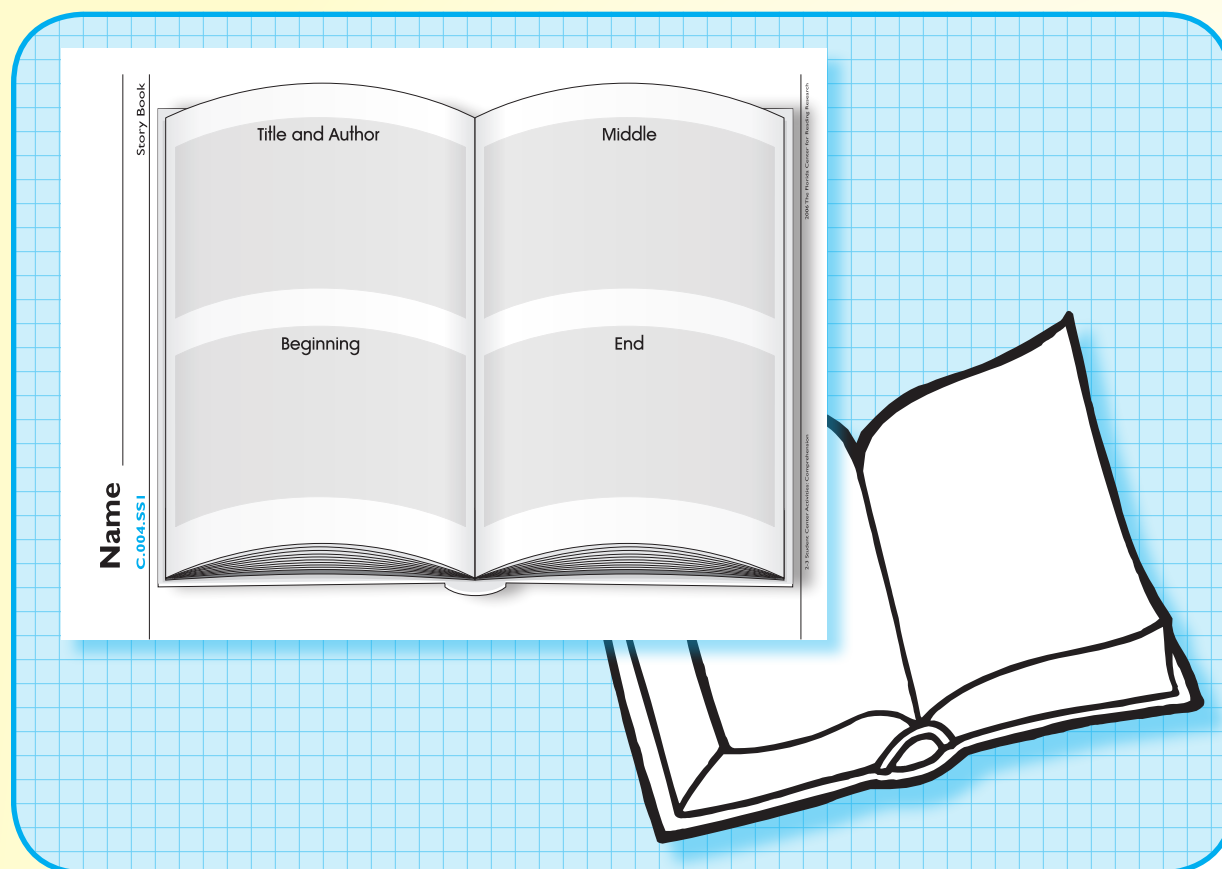
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Story book student sheet (Activity Master C.004.SS1)
- ▶ Pencil

Activity

Student writes the main events of a story in sequential order using a graphic organizer.

1. Place text at center. Provide each student with a student sheet.
2. The student reads the text.
3. Writes the title and author.
4. Writes the events in sequential order.
5. Teacher evaluation



Extensions and Adaptations

- ▶ Share information from the student sheet with a partner.
- ▶ Use graphic organizer to sequence events (Activity Master C.004.SS2).

Name _____

C.004.SSI

Story Book

Title and Author

Beginning

Middle

End

Name _____

Story Book

C.004.SS2

Title _____

What happened first?



What happened next?



What happened then?



What happened last?



Comprehension

C.005

Narrative Text Structure

Story Element Sort



Objective

The student will identify story elements.



Materials

- ▶ Story element header cards (Activity Master C.005.AM1)
Plot and theme header cards are available, but do not have to be used.
- ▶ Story element cards (Activity Master C.005.AM2a - C.005.AM2b)
If plot and theme header cards are used then add plot and theme cards (Activity Master C.005.AM3).



Activity

Students identify story elements by sorting them into appropriate categories.

1. Place header cards face up in a row at the center. Shuffle the story element cards and place face down in a stack.
2. Taking turns, students select the top card from the stack and read it aloud.
3. Identify what story element it is and place in column with matching header card.
4. Continue until all cards are sorted.
5. Peer evaluation

characters setting problem solution

three pigs three houses in the country

the third house was made of bricks



Extensions and Adaptations

- ▶ Decide which cards belong to same story and sort accordingly.
- ▶ Make story elements cards to sort using header cards.
- ▶ Add plot and theme headers and story element cards and sort (Activity Master C.005.AM1 and C.005.AM3).

Comprehension

Story Element Sort

C.005.AMI

characters

header

setting

header

problem

header

solution

header

theme

header

plot

header

header cards



Comprehension

C.005.AM2a

Story Element Sort

three pigs

three houses in
the country

wolf blows
down two
houses

the third
house was
made of
bricks

Charlotte
(spider), Wilbur
(pig) and other
farm animals

a barn on
a farm

Wilbur is in
danger of
being killed
for food

Charlotte uses
web to write
wonderful things
about Wilbur



Comprehension

Story Element Sort

C.005.AM2b

Snow White
and the
seven dwarfs

cottage in
the forest

Snow White eats
a poisoned
apple and
falls asleep

a prince
wakes up
Snow White

Lion
and
Mouse

jungle

Lion gets
caught in a
trap

Mouse
frees Lion from
trap by eating
the ropes



Comprehension

C.005.AM3

Story Element Sort

three pigs
outsmart
a wolf

a pig avoids
being killed with
the help of a
friend

evil stepmother
tries to get rid of
Snow White

Mouse
saves a lion

smart thinking
wins over
physical
bullying

friendship can
help to
overcome
challenges

love is
powerful

even the weak
and small
can be
of great help





Story Element Web



Objective

The student will identify story elements.



Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Story element question cards (Activity Master C.006.AM1)
Use target element question cards that are appropriate for your students.
- ▶ Student sheet (Activity Master C.006.SS1)
- ▶ Pencils



Activity

The student reads a story and then records the story elements using a graphic organizer.

1. Place text at the center. Place story element question cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students read the entire text aloud.
3. Select top card and read question. For example, What is the problem in the story?
4. Discuss answer and record on student sheet. (Use back of student sheet if necessary.)
5. Continue until all questions are answered.
6. Teacher evaluation

C.006.SS1

Name _____

Story Element Web

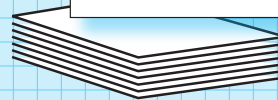
Who are the important characters in the story?	Who is your favorite character and why?
What is the setting of the story?	What is the plot of the story?
What is the problem in the story?	What is the theme of the story?
What is the solution to the problem?	What is another way that the problem could have been solved?

title

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"What is the problem in the story?"

What is the problem in the story?



Extensions and Adaptations

- ▶ Write other questions and answers about the story (Activity Master C.006.SS2).
- ▶ Roll cube after reading text and answer questions (Activity Master C.006.AM2 and student sheet C.006.SS3).

Comprehension

C.006.AMI

Story Element Web

Who are the important characters in the story?	Who is your favorite character and why?
What is the setting of the story?	What is the plot of the story?
What is the theme of the story?	What is the problem in the story?
What is the solution to the problem?	What is another way that the problem could have been solved?



Name _____

Story Element Web

C.006.SS.1

<p>Who are the important characters in the story?</p>	<p>Who is your favorite character and why?</p>
<p>What is the setting of the story?</p>	<p>What is the plot of the story?</p>
<p>What is the problem in the story?</p>	<p>What is the theme of the story?</p>
<p>What is the solution to the problem?</p>	<p>What is another way that the problem could have been solved?</p>

title

Story Element Web


A blank diagram template for a process flow. It features a central circle connected by lines to four rectangular boxes (two above and two below). The entire diagram is enclosed within a large rectangular border.

Comprehension

Story Element Web

C.006.AM2

	What happens in the story (beginning, middle, and end)?	
When does the story take place (time)?	How was the problem solved?	Where does the story take place?
	Who are the characters?	
glue	Why did the problem happen?	glue
	glue	



Name _____

C.006.SS3

Story Element Web

Where does the story take place?	
What happens in the story (beginning, middle, and end)?	
How was the problem solved?	
Who are the characters?	
Why did the problem happen?	
When does the story take place (time)?	



Narrative Text Structure

C.007

Story Grammar Yammer



Objective

The student will identify story elements.



Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range
- ▶ Story Grammar Yammer student sheet (Activity Master C.007.SS1)
- ▶ Pencil



Activity

Students record story details using a story grammar organizer.

1. Place text at the center and provide each student with a student sheet.
2. The student reads the narrative text.
3. Identifies and writes the setting, characters, problem, events, and solution on the student sheet.
4. Teacher evaluation

The image shows a student sheet titled 'Story Element Web' on a blue grid background. At the top, there is a line for 'Name' and the code 'C.007.SS1'. The sheet features a graphic organizer with a central figure of a person labeled 'Characters' and a house labeled 'Setting'. Below these are three large rectangular boxes labeled 'Problem', 'Events', and 'Solution', each with a decorative arrow pointing from the 'Events' box to the 'Solution' box. To the right of the organizer is a large illustration of an open book. At the bottom of the sheet, there is small text: '© 2006 The Florida Center for Reading Research'.



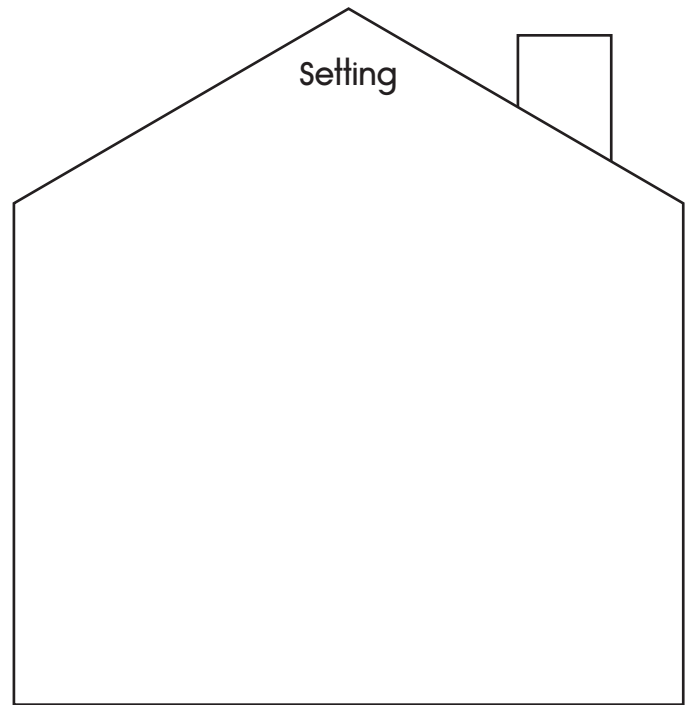
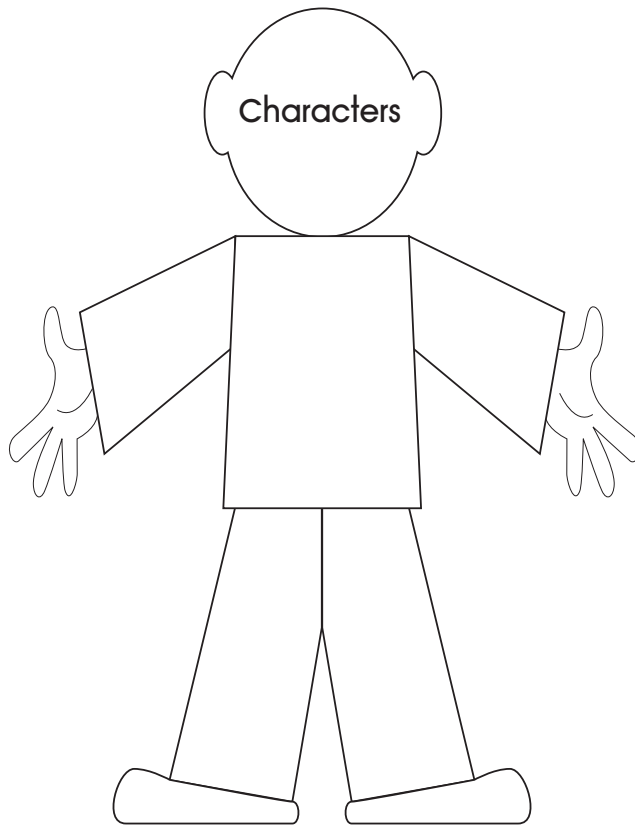
Extensions and Adaptations

- ▶ Work with a partner to retell the story using the graphic organizer.
- ▶ Use other story grammar maps (Activity Master C.007.SS2).

Name _____

C.007.SSI

Story Grammar Yammer



Problem

Events

Solution

Name _____

Story Grammar Yammer

C.007.SS2

Title _____

Author _____

Setting

Characters



Problem



Important Events



Solution



Objective

The student will retell a story.



Materials

- ▶ Narrative text

Choose text within students' instructional-independent reading level range.

- ▶ Retelling cards (Activity Master C.008.AM1)

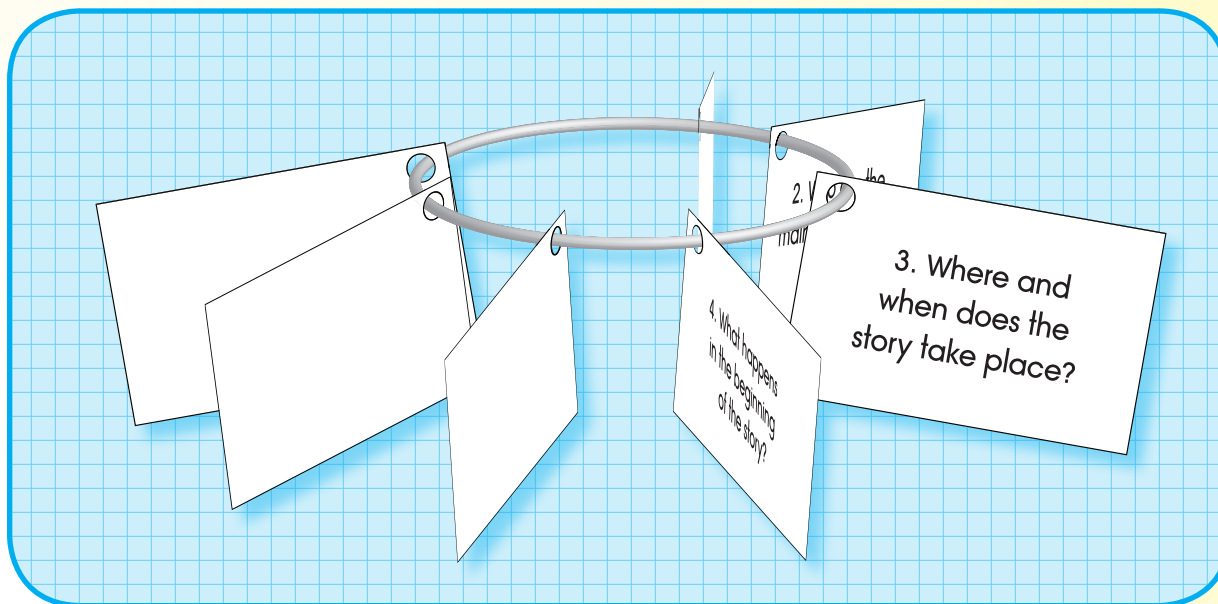
Laminate and cut apart. Use a hole puncher to punch a hole in the upper left hand corner of each card. Place the cards on a binder ring. Put the cards on the ring in numerical order.



Activity

Students retell a story answering questions related to story elements.

1. Place retelling cards on the binder ring at the center. Provide each student with a copy of the text.
2. Taking turns, students read text aloud.
3. Continue reading until story is completed.
4. Read first question and answer. If unable to answer question, go back and review story for answer.
5. Hand ring to partner who reads and answers the next question.
6. Continue until all cards are discussed.
7. Peer evaluation



Extensions and Adaptations

- ▶ Add cards to ring and answer questions (Activity Master C.008.AM2).
- ▶ Write and answer other questions.

Comprehension

Retell Ring

C.008.AM.I

1. State the title and author of the story.

2. Who are the main characters?

3. Where and when does the story take place?

4. What happens in the beginning of the story?

5. What is the problem?

6. How is the problem solved?

7. How does the story end?

8. Did you like the story? Why?



Comprehension

C.008.AM2

Retell Ring

Name three
events in
the story.

Summarize
the story in 20
words or less.

What is the
theme of
the story?

What is the
plot of
the story?

What is
another way that
the story could
have ended?

Did the
character do the
right thing in the
end? Why or
why not?

Name other
stories like this one.
How are they
the same?

Which
character would
you like to be your
real life friend? Why?



Comprehension



Narrative Text Structure

C.009

Retell-A-Story



Objective

The student will retell a story.



Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet (Activity Master C.009.SS)
- ▶ Pencil



Activity

Students retell story using a graphic organizer.

1. Place text at the center. Provide the student with a student sheet.
2. Student reads story.
3. Reads a question on the student sheet, answers, and records using complete sentences.
4. Continues until all questions are answered.
5. Teacher evaluation

Name _____	
C.009.SS Retell-A-Story	
Retell-A-Story	
Title: _____	
Author: _____	
Story Sequence	Student's Retelling
Beginning Who are the main characters? Where and when does the story take place? What happens in the beginning?	
Middle What happens in the middle? What is the problem? What does the main character do?	
End How is the problem solved? How does the story end?	

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Extensions and Adaptations

- ▶ Write a summary of the story in 20 words or less on the back of the sheet.

Name _____

C.009.SS

Retell-A-Story

Retell-A-Story

Title: _____

Author: _____

Story Sequence	Student's Retelling
Beginning Who are the main characters? Where and when does the story take place? What happens in the beginning?	
Middle What happens in the middle? What is the problem? What does the main character do?	
End How is the problem solved? How does the story end?	

Comprehension



Narrative Text Structure

C.010

Compare-A-Story



Objective

The student will identify similarities and differences between stories.



Materials

- ▶ Narrative texts
Choose text within students' instructional-independent reading level range.
Select two short stories that students can compare.
- ▶ Compare-A-Story student sheet (Activity Master C.010.SS1)
- ▶ Pencils



Activity

Students identify similarities and differences of story details by using a graphic organizer.

1. Place texts at the center. Provide each student with a student sheet.
2. Students select one of the two texts and read it. Write the story title and author of the text on the graphic organizer in the designated areas.
3. Discuss story elements of each story. Decide which are unique to each story and which are the same.
4. Record the answers under the corresponding story title or shared area.
5. Continue until all story elements are discussed and recorded.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Read both stories and complete student sheet without partner.
- ▶ Use other graphic organizers (Activity Master C.010.SS2).
- ▶ Use Venn Diagram to describe and compare the elements and characteristics of pairs of events, people, ideas, or concepts (Activity Master V.026.SS).

Name _____

C.010.SSI

Compare-A-Story

shared (characters, setting, events, problem, solution)	
Story #1 (characters, setting, events, problem, solution)	Story #2 (characters, setting, events, problem, solution)

Name _____

Compare-A-Story

C.010.SS2

How are they alike?



Story #1 _____

Story #2 _____



How are they different?
